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From the title one might expect some account of the difficulties produced by the labor situation and of the means used to meet them, or of the sacrifices and achievements of labor, if not its profiteering, but of these things we are told nothing. The difficulties in the coal mines, on the Pacific coast, and in various other places are not even mentioned. Any one who undertakes to write the history of labor for this period will find this book of very little help.

D. Y. T.

The war and education, addresses. By Andrew F. West, dean of the graduate school, Princeton university. (Princeton: Princeton university press, 1919. 87 p. \$1.50 net)

What the war teaches about education and other papers and addresses. By Ernest Carroll Moore. (New York: Macmillan company, 1919. 334 p. \$1.20)

Running through all Mr. West's addresses is a plea for the study of the so-called "humanities" and "classics," and an especial emphasis is demanded on the disciplinary studies and those that train the memory. In a forceful way Mr. West points out that among the lessons the war should teach are those of obedience and discipline. These are the lessons, too, which should be learned in the schoolroom. Our educational system, he says, is divided into two groups, education for knowledge and education for action. Although it is true that nine-tenths of our boys and girls must earn their living, yet they should have as much good general education as they have a chance to obtain. "Our general education," he says, however, "must be rigorously simplified and centered in the few studies which experience shows are of the most fundamental value for the development of an all round intelligence."

Utterly opposed to the idea of the "formal discipline" value of particular subjects in the school curriculum is Mr. Ernest Carroll Moore. He says, "all literature, all art, all science, all government, all religion is for education," "they have no other reason for existence than to teach folks to live well." As to the selection of the matter which children should be taught, he affirms that the principle or ideal of utility is the only guide which should be followed.

We are on the eve of a great educational revival. An education must be provided which is not materialistic but which will have "for its prime purpose the culture of human ideals." Therefore he insists that literature, mathematics, and science exist for man's sake and for no other reason. "Knowledge for the sake of knowledge, which is an empty claim, must be given up," says the author, and again he asserts quite emphatically, "The doctrine of formal discipline must go the way of

outworn superstitions." He devotes a whole chapter to "The doctrine of general discipline," and refutes all arguments of men who believe that the perusal of any one subject trains the mind so that it may more clearly grasp another subject. In discussions of mathematics, literature, and history the author tries to prove that only as they relate to the present are they of any value to the pupil.

Most interesting to the historian is his discussion "what is history and why do we want it?" If history cannot predict it can be of little use. "It is continuity of purpose which makes history vital." He would have historians dwell less on the discussion of the facts or events themselves and more on the application of those facts to the present as a preparation for the future. The study should be what might be called "the trial balance conception of history" rather than "the day book method."

The war has disclosed many faults of our educational system. The physical education of the youth has been neglected, our knowledge of agriculture is inadequate, the songs of the land are not well known, our knowledge of the history and the geography of the world has been found to be grossly inadequate and one of the most important lessons is that children cannot safely discontinue their studies at the age of fourteen years.

E. M. D.

The war diary of a diplomat. By Lee Meriwether. (New York: Dodd, Mead and company, 1919. 303 p. \$2.00)

Among the most interesting of recent war books will be found this little volume written by the "Special assistant to the American ambassador to France." Mr. Meriwether speaks with authority, and his accounts of what he has seen and investigated in France, prior to and immediately following our entry into the war, are written with accuracy and in a pleasing style.

Mr. Meriwether's work as an investigator of the conditions of German war prisoners wakens special interest. Apparently he was admirably fitted for such investigation and the entrance of the United States into the war obviously lost to the German prisoners a sympathetic and justice-seeking friend.

Paris during war time was a subject to stimulate every observer into expression of what he saw and felt, and Mr. Meriwether offers many interesting pages from his experience. The indomitable spirit of the French, as ever, stirs the beholder into enthusiasm; while the dark shadow of threatening German *Kultur* brings a sigh of relief that the danger has now been averted.